

[0026] Where detachable clothing 14 is provided, said clothing may function as costumes that may be removed and replaced. This will enable the dolls to be dressed up in clothing and costumes appropriate to the activity. For example, dressing the doll in clothing appropriate to the period of the historical site may facilitate a trip to a historical site such as the home of a late president. Similarly, dressing the doll in astronauts or scientifically related costuming may facilitate a trip to a science museum. It is readily apparent that accessories may be provided by a manufacturer or seller of the dolls for use with the method or system as stand-alone accessories or latter added accessories. In this way, a child may own one doll and may later buy different outfits appropriate to each vacation or field trip that the child may take with the doll.

[0027] Another component of the present system and method is an exemplary journal. FIG. 5 illustrates a cover 20 to Traveling Tillie's Journal™19. The journal 19 contains exemplary entries that the student should emulate for their own journal entries. FIG. 6 shows an inside front jacket 40 for use with the journal 19, having a pocket 41 that holds a microcassette 42. The microcassette 42 may have a pre-recorded narrative that features the voice of the character, in this case Traveling Tillie™, describing her activities and what she did. Alternatively or additionally, the microcassette may have a recording of music or sound tracks or other sound effects correlated to the journalized activity.

[0028] Instruction page 44 of FIG. 6 shows a table of writing instructions 46 according to the present invention that may be inserted in the writing journal, for the purposes of conveying elements that a teacher may desire the student to enter into his or her journal. The instruction page 44 may be the first page appearing opposite the inside cover jacket 40, or it may appear elsewhere within the journal 19. The structure of the entry may also be provided, indicating the number of paragraphs for older children or the number of sentences or words for younger children, in order to teach proper composition structure. These tips may be tailored to a specific activity, or may be more general in imparting good journalizing habits to the student using this book. In the present embodiment, a predetermined beginning phrase 48 is provided for a first topic sentence. Indicators 50 provide the number of sentences required to describe the activity. Instructions 52 direct the student to indent initial topic sentences and start new paragraphs. A salutation instruction 53 is provided, and a signature instruction 54. Review instructions 56 direct the user to review their work, edit any mistakes and enter the corrections on the journal, and reread and "re-live" their work.

[0029] FIG. 7 shows an exemplary journal entry page 24 illustrating exemplary journal text corresponding to the writing instructions 46 of FIG. 6 and to an opposing page 25 of photographs 22. It is preferred that the activities described by the text on the exemplary journal entry page 24 relate to the photographs 22, which will preferably depict a location that the student has attended or that Travelling Tillie™ has attended. It is intended that the exemplary journal entry 24 illustrate a preferred format and content template for a user of the journal, depicting elements required by the teacher for completion of an assignment using the journal system. For example, the date 26, salutation 28, a closing comment 30 and the exemplary student's signature 32 are shown.

[0030] It is readily apparent that the present method and system may be tailored to the age of the intended user of the journal. In this way, a journal for first-grade students may have a much more simplistic format than one intended for

older students. It is also readily apparent that the same journal may be used with different page inserts as the child advances in age and curriculum. One way to facilitate this is to structure the journal in a three-ring binder type of system. In this way, pages can be readily removed and inserted based upon a different child, different field trip or activity or family vacation, or perhaps later more challenging curriculum and inserts. Accordingly, it is preferred that pages designed for use with the present invention are formatted to the same size and dimensions, and with three-ring binder perforations 33.

[0031] Table II provides a written transcription of an exemplary dialogue that may be contained on a microcassette tape 42. As the transcription shows, the dialogue may be written in the vernacular of the age appropriate to the person using the journal system. For example, instructions may be written or spoken as a child might recite them, along with excited utterances and other child-specific references. In this way, the audiocassette may provide a means of reinforcing written instructions that are found in the journal and, additionally or alternatively, a lesson chosen by an instructor utilizing the system or method. It is well known in educational circles that reinforcement is an important element in teaching to both children and adults. Also, it is well known that some students may respond better to written instruction than to auditory instruction or, conversely, may respond better to auditory instruction than written instruction. In this way, the system provides reinforcement in both auditory and written instruction, thereby enabling the teacher to reach the child through the method that may work better with that particular child.

TABLE II

What Harry Says on the Tape

Hi, Hiking Harry here to tell how I write in my journal. I follow many of the same steps as Tillie, but I am more interested in adventure, history, and make believe than in the actual writing. Like Tillie, I also begin with the date in the right hand corner, since it is important to document when my journal becomes part of history. For my greeting, I don't name my journal, but I write to someone different each time. Sometimes I write to someone I met on my trip, or an animal I saw, but my favorite is to write to someone famous, especially someone famous from the past. Of course these people, or animals never receive the letters, but it's great fun pretending, and makes it more exciting for me to write.

Now for the body of my letter. I also write 2 paragraphs per journal entry. Not only am I writing to this special person as an observer, but as an active participant in my own written adventure, so I become part of the story. I try to turn each trip into a reenactment with me as one of the main characters. To refresh my mind I listen to the tape from my day, and either act out events while listening, or draw a picture. Then I begin dictating to my tape recorder as though I am talking to the person to whom I am writing. I listen to my dictation and write my first paragraph. "Oops, I almost forgot to indent my first paragraph."

Following paragraph one, I begin paragraph two with the conclusion of my exciting adventure. I include phrases such as, "I wish I could . . .," "From my point of view . . .," or "Next I hope to . . .," always remembering to indent paragraph two before Tillie sees this. This paragraph allows me to share my feelings about the day, again writing in story form.

Finally, I write the closing. I like to end with "Your companion & friend," comma, and sign my name below.

Now I need to become the editor of this journal entry, so excuse me while I retrieve my editing hat. A good editor must always check for spelling errors with his or her trusty dictionary. I then read my story out loud, and only-stop when I see a period. If it seems like I should pause while reading, and I don't, then I know I missed a comma, period, question marks, or exclamation point. I then look to see if my first sentence begins with a capital letter, and if there is a capital letter before each period. Phewwww, now I can finally read my journal, and reenact my adventure.